**EDLD 5370 Reading and Field-Based Experience Reflection**

**Technology Facilitator Standard 8**

**Technology Facilitator Standard 8: Leadership and Vision**

*Standard 8 addresses how technologists lead others in creating a research-based vision and developing a long-range plan to move the vision into reality.*

**Reflection on Reading and Field-Based Experiences**

**Self-Assessment**

“Capable leadership and careful planning are critical factors that are consistently interwoven within the fabric of successful school technology initiatives” (Whitehead, Jensen, & Boeschee, 2003, p. 21). I learned that without a strong and effective technology leader in our district, the likelihood of successful technology integration improvements would remain low. Because our district has excellent leadership, they hired a new technology coordinator for our district that has made vast improvements. My first field-based experience for Standard 8 involved educating administrators on the need for our district to strive to meet all of the national technology standards. This involved conducting an evaluation of the school’s technology strengths and weaknesses and consulting with the technology leader to devise steps to implement a new plan. This activity addressed the following two Performance Indicators: *TF-VIII.A (Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education), and TF-VIII.B (Apply strategies for and knowledge of issues related to managing the change process in schools).* The prior knowledge I had of our district technology strengths and weaknesses was quickly multiplied as I completed the task of researching our school. It seemed evident that both teachers and administrators were ready for improvements, but I learned that changes take time and patience.

**Learning as a Learner**

The next field-based activity that I completed covered the elements in Performance Indicator *TF-VIII.C (Apply effective group process skills), and TF-VIII.D (Lead in the development and evaluation of district technology planning and implementation).* The technology coordinator was asked by our administration to develop a new technology plan that would address the most pressing technology needs in the district, as well as a vision for the future. “School leaders need to know what type of equipment to purchase, where to obtain the best buys, how to train teachers to use it, and when it should be upgraded” (Anderson & Dexter, 2000, para. 22). I was asked to be on the committee that helped research and create this plan. The committee approached this project with the focus of finding other schools that were successfully integrating technology into their curriculum and modeling our plan after theirs where applicable. This process taught me the value of learning by observing and by example. I took the knowledge I had about our current technology usage, and applied that to the new knowledge I gained from observing other schools. I was successful in completing this task and in implementing the Standard 8 objectives through this activity. Seeing others putting technology, specifically one-to-one laptops, into the hands of their students, helped me gain an understanding of ways that we could develop our technology integration.

**Lifelong Learning Skills**

Because I was working directly with the technology coordinator for my district, I was able to learn and see things from his perspective. This was very helpful to me to be able to learn more about the network infrastructure and some of the roles that the technology coordinator plays. My final field- based activity for this standard was an on-going activity. I shadowed the technology coordinator whenever I could and obtained a host of new knowledge and new perspectives on things. This activity fulfilled the Performance Indicator *TF-VIII.E (Engage in supervised field-based experiences with accomplished technology facilitators and/or directors).* This experience has made me want to learn and research more about what can be done to bring about change for the future of technology within my district. As authors Williamson and Redish point out, “ Technology leaders need to: inspire a shared vision among members of an organization; generate goals and strategies to move the organization toward the vision; and sustain and garner support for change along the way” (2009, p. 178). The lifelong learner in me wants to be a part of that change and that vision for the future.

References

Anderson, R., & Dexter, S. (2000). *School technology leadership: Incidence and impact.* Retrieved from www.crito.uci.edu/tlc/findings/report\_6/startpage.html

Whitehead, B., Jensen, D., & Boshchee, F. (2003). *Planning for technology: A guide for school administrators, technology coordinators, and curriculum leaders.* Thousand Oaks, CA: Corwin.

Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in Education.